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ABSTRACT

Project LOUVERTURE is a bilingual education program offering instructional and non-instructional services to Haitian high school students of limited English proficiency who have been identified as potential dropouts. Instruction includes English as a second language, native language skills, basic skills, content area subjects, and cultural education. Non-instructional services include guidance, staff development, curriculum development, and parental involvement. This report describes the project as it was implemented in 1980-81 and discusses such components as project organization; participants; instructional approaches; guidance services; curriculum development; and program evaluation. Evaluation results indicate that; (1) with a few exceptions, English syntax objectives were achieved; (2) program attendance rates were higher than school-wide rates; and (3) students and staff demonstrated positive attitudes concerning the program and its impact. The report observes that the program was not implemented as proposed (for example, the program did not identify potential dropouts and instead served any Haitian student of limited English proficiency; furthermore, the project staff emphasized development of self esteem and cultural awareness over academic achievement) and presents recommendations for program modification. (Author/MJL)

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FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

Grant Number: G008006906

Project Number: 5001-56-17653

PROJECT LOUVERTURE

Director: Gislene B. Torchon

1980-1981

Prepared By The
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PROJECT LOUVERTURE

Location:	442 Houston Street (P.S. 188) New York, New York 10002
Sites:	Prospect Heights High School 883 Classon Avenue Brooklyn, New York 11225 Springfield Gardens High School 143-10 Springfield Boulevard Springfield Gardens, New York 11413 George W. Wingate High School 600 Kingston Avenue Brooklyn, New York 11203
Year of operation:	1980-81, first year of operation
Target languages:	French, Haitian Creole
Number of participants:	412 students
Project director:	Gislene B. Torchon

I. PROJECT DESCRIPTION

BACKGROUND

Project LOUVERTURE is a bilingual program offering instructional and non-instructional services to Haitian students of limited English proficiency (LEP) at three sites in Brooklyn and Queens. The 1980-81 school year was the first of a three-year cycle funded under the provisions of E.S.E.A. Title VII. Due to a late notification date and late staff recruitment, the project was not operative until February, 1981. When the evaluation was conducted in May, 1981, it had functioned for four months.

Centralized under the jurisdiction of the High School Division of the New York City Public Schools, the project maintains headquarters at P.S. 188

on the lower east side of Manhattan. The funding proposal identified four high schools -- Washington Irving, Erasmus Hall, Prospect Heights, and Springfield Gardens -- which were situated in areas which had attracted concentrations of Haitian refugee families with students of high-school age. (Site selection was later modified; see the section on program implementation.)

According to its proposal, the program would provide Haitian LEP students with an array of services aimed at drop-out prevention. The proposal anticipated that the project would serve between 375 and 450 students who had arrived from Haiti less than a year ago, were members of low-income families, and were preparing to enter the job market after high school. Participants were to be considered drop-out risks on the basis of age (16 years or older), poor attendance, and weak academic performance. Eligibility was to be determined by a score below the tenth percentile on the Language Assessment Battery (LAB).

The proposal specified that the project would provide potential drop-outs with individualized bilingual instruction which would allow them to participate successfully in mainstream classes as soon as possible. A passing score on the New York State Minimum Competency Examination was to be used as exit criterion.

GOALS AND OBJECTIVES

The program proposed to deliver instructional services and non-instructional services. Instruction would encompass English as a second language, native language skills, basic skills instruction, content-area subjects, and cultural heritage. Non-instructional services included guidance, staff development,

curriculum development, and parental involvement (including parental education).

The following objectives were developed:

1. to provide a program of instruction which will enable the student to improve reading ability in English and in the native language;

2. to provide a positive self-concept derived on the basis of cultural heritage;

3. to increase academic achievement;

4. to encourage the bilingual student to continue studies and to graduate;

5. to obtain more effective articulation between the lower schools and the high schools;

6. to train staff so that they will be more aware of the needs and problems of the students in the program;

7. to enlist parental support;

8. to increase student attendance;

9. to establish at each of the sites a bilingual career center;

10. to provide bilingual instruction in basic skills and positive career orientation;

11. to foster the acquisition of marketable skills in the fields of health, international trade, law enforcement, and foreign service;

12. to help students understand the ways in which bilingualism can work for them by using successful bilingual individuals as volunteer members;

13. to develop positive work habits and self esteem;

14. to encourage students to acquire practical skills by providing on-the-job experience or bilingual executive internships in the "world of work" in the fields of international trade and business, foreign service careers, and law enforcement;

15. to articulate bilingual education with current local community, state, and federal efforts for employment and career education, e.g. YEP, YETP, CETA, etc.

ORGANIZATION AND STAFFING

Title VII funding supported 13 positions:

1 project director (central office);

3 teachers assigned as grade advisors/curriculum specialists (one per school site);

6 educational aides (instructional aides and student aides);

3 family assistants.

Interviews at the three sites indicated that these positions were all filled in the project's first year.

The project director's responsibilities encompass all aspects of the program, including communicating with principals at the three sites concerning students' needs and strategies for meeting those needs. The project director was responsible for organizing and conducting weekly meetings of the project staff and the assistant principals assigned by the school sites to program implementation. Curriculum development efforts and staff development activities were also to be coordinated by the project director.

Each school was to assign an assistant principal to oversee the program on-site. The assistant principal was to collaborate with the project director to develop policy and delineate procedures appropriate to the needs of the site. In addition, the assigned assistant principal was to work with the project's on-site grade advisor and with other project staff.

Within each school, the project's on-site grade advisor provided some supervision for project staff; except at Springfield Gardens, grade advisors were responsible to the assistant principal (where one had been assigned to the program) within the building, and to the project director for program coordination. At George W. Wingate High School, the assistant principal for guidance was assigned responsibility for the program; at Prospect Heights,

the assistant principal for business subjects oversaw the program. At Springfield Gardens High School, where no assistant principal was assigned to the program, the grade advisor reported directly to the principal.

At Springfield Gardens and George W. Wingate High Schools, the grade advisors were viewed as the official counselors for the Haitian students; at Prospect Heights, the mainstream guidance counselor is in charge of academic placement for Haitian students, and the project's grade advisor provides supplemental guidance.

II. PROGRAM IMPLEMENTATION

SITE SELECTION

The proposal identified four sites which would benefit from Project LOUVERTURE's services. Budgetary revisions made during the process of negotiating the grant resulted in the elimination of Washington Irving High School as a program site. In addition, Erasmus Hall High School was replaced by George W. Wingate due to the fact that Erasmus Hall's Haitian students were served by another Title VII program, Project KANPE.

IDENTIFICATION OF PARTICIPANTS

Entry criteria ascertained through interviews with project staff were the following: a score at or below the twenty-first percentile on the English LAB; and a score of 6.5 grade equivalents or below on the P.S.E.N. tests.

During visits to project headquarters and the three school sites, the evaluator attempted to collect data on the number of LEP students served and to substantiate the selection procedure. Lists of students, tests, or test scores were not available. During interviews, project staff stated in interviews that they were serving a total of 412 students at three sites:

George W. Wingate High School	195
Prospect Heights High School	97
Springfield Gardens High School	120

STUDENT CHARACTERISTICS

Because there may be selective and environmental pressures on students in urban communities, the composition of the student body may vary from school to school and grade to grade within a school. In many high school bilingual programs, female students outnumber male students, as they do at all three program sites (55 percent to 45 percent overall). This disparity may be due to a number of factors which affect male and female students differentially, including difficulties of travel to and from school, and peer and parental pressures to leave school for employment or marriage.

Table 1 presents the distribution of bilingual program students by grade and sex. Table 2 provides a breakdown of program students by school and sex.

Table 1. Number and percentages of program students by sex and grade.

GRADE	MALE N	PERCENT OF GRADE	FEMALE N	PERCENT OF GRADE	TOTAL N	COLUMN TOTAL: PERCENT OF ALL STUDENTS
9	46	47%	51	53%	97	34%
10	45	45%	56	55%	101	36%
11	28	41%	40	59%	68	24%
12	9	50%	9	50%	18	6%
TOTAL	128	45%	156	55%	284	100%

- The highest percentage of program students is in the tenth grade.
- In all grades, except grade twelve, the percentages of female students are higher than the percentages of male students.

Table 2. Number and percentages of program students by sex and school.

SCHOOL	MALE N	PERCENT OF SCHOOL	FEMALE N	PERCENT OF SCHOOL	TOTAL N	COLUMN TOTAL: PERCENT OF ALL STUDENTS
Springfield Gardens	26	40%	41	60%	67	23%
Prospect Heights	44	47%	49	53%	93	33%
George W. Wingate	58	47%	66	53%	124	44%
Total	128	45%	156	55%	284	100%

- At all three program sites, the percentages of female students are higher than the percentages of male students.
- The highest percentage of program students occurs at Wingate High School.

Because all of the Project LOUVERTURE students are immigrants, their educational histories may vary considerably. Many have suffered interrupted schooling, or because of a lack of educational opportunities in their country of origin, have received fewer years of education than their grade level would indicate. Bilingual program students are reported by age and grade in Table 3.

Table 3. Number of program students by age and grade. *					
AGE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
15	24	3	1		28
16	21	19	7	1	48
17	18	32	17	2	69
18	15	19	17	3	54
19	8	8	15	6	37
20	5	9	2	3	19
21	2		3	1	6
TOTAL	93	90	62	16	261

OVERAGE STUDENTS FOR THE ENTIRE PROGRAM	#	69	68	37	10	184
	%	74%	76%	60%	62%	70

* Shaded boxes indicate the expected age range for each grade.

Table 4. Overage students by school.						
SCHOOL		GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
Springfield Gardens	#	10	7	7	5	29
	%	77%	44%	37%	50%	50%
Prospect Heights	#	12	29	12	5	29
	%	56%	76%	71%	83%	70%
George W. Wingate	#	47	32	18	-	97
	%	81%	89%	69%	-	80%

- Seventy percent of the program students are overage for their grade.
- Overall, the highest percentage of overage students occurs in the tenth grade (76 percent).
- The highest percentage of overage students occurs at George W. Wingate High School (80 percent).

As Table 4 indicates, the fact that so many students are overage may have implications for interpreting student outcomes and setting standards for expected rates of growth. These are students who may have missed a year or more of school, whose grade placement may reflect their age more than their prior educational preparation. As a result they may have a lack of cognitive development in their native language which must be addressed, as it has implications for their ability to acquire oral and literacy skills in English.

RESOURCE ROOMS

One of the three sites had designated a room where project activities could be conducted. At the other two sites, the project took over whatever room was available on a given day. Materials in French were scarce at all sites.

INSTRUCTIONAL APPROACH

Instructional assistants and student aides, working closely with bilingual classroom teachers, were to tutor potential drop-outs individually or in small groups on a pull-out basis. In this way, the project was intended to supplement the existing, basic bilingual program at each site. Conditions at the three sites dictated against implementing the instructional program as it was proposed, however. There was no tax-levy basic bilingual program for Haitian LEP students at any of the sites. Therefore, the project staff did not single out potential drop-outs, but worked instead with all Haitian students of limited English proficiency. Staff members could not describe procedures used to identify participants or to assess individual instructional needs.

At all sites, program students were scheduled for mainstream classes for the entire school day. Project staff made arrangements on a day-by-day basis with mainstream teachers to tutor students on a pull-out basis. The tutoring or small-group instruction did not follow a pre-determined schedule, but was apparently set up in an informal way. There was no formal procedure for communication between the project and mainstream staffs, or for evaluation of students' progress.

The evaluator observed a tutorial session at each site. Instruction was in French, Creole, and English. Objectives for these "mini-lessons"

were neither stated nor written. Conversations with students indicated that they understood neither the objectives of the lesson nor the instructional goals of the project. The tutorial sessions did not follow a curriculum or plan for individualized remedial instruction.

The majority of the students observed appeared to require intensive basic skills instruction. The evaluator observed mainstream classes in which program students were enrolled, and found that few were able to follow instructions given in English.

The evaluator could not document the frequency of tutorial sessions, their content, or the number of students tutored, since daily logs were not maintained.

NON-INSTRUCTIONAL SERVICES

Guidance

Each grade advisor was responsible for providing guidance to Haitian LEP students at one site. All three advisors hold New York City secondary school licenses for teaching: two for French language and one for social studies. None had credentials for counseling.

At Wingate High School, which indicated the largest number of participants of the three sites, the grade advisor was responsible for programming and counseling the 195 program students, and was also assigned to teach three mainstream classes per day.

Curriculum Development

At the time of the evaluation, the curriculum development component of the project had not yet begun; it was scheduled to begin during the summer of

1981 under the direction of the project director. Project staff was to be hired at an hourly rate to develop materials. The evaluator was told that curriculum development would focus on the translation into French or Creole and the adaptation of existing materials.

The following list represents materials to be developed in the project's second and third years:

-- E.S.L. materials: transitional (9), level I (10), level II (11);

-- native language arts: French and Creole literatures;

-- international studies: literature, social studies, career education;

-- translations of New York City curricula: interdisciplinary mathematics, business mathematics, accounting, business skills, computer science, career education.

Parental Involvement

The project director was responsible for the overall coordination of events and activities for parents. But at each site, the grade advisor conducted activities to assist parents, and to involve them in their children's education on a day-to-day basis.

The project sought to create a career ladder for interested bilingual adults; this component of the project was to be developed in conjunction with the City University of New York, Long Island University, and Fordham University. High school equivalency preparation and E.S.L. instruction was to be offered at community centers in Manhattan, Brooklyn, and Queens.

Parental involvement activities were to include regular meetings, workshops, visits, volunteer work, and instruction in basic skills, consumer skills, and E.S.L. Documentation of these activities was not made available to the evaluator.

AFFECTIVE DOMAIN

In conversations with the project staff, students, and mainstream teachers, the evaluator found them to be generally positive about the program's impact. Most felt that the project fulfills urgent needs of Haitian LEP students. It was emphasized that, "prior to the services provided by Project LOUVERTURE, Haitian students had no one to turn to," that "Haitian students had no place to go." While quantifiable data was largely unavailable, many felt that participants' attitudes and attendance had improved as a result of program participation in the spring term.

The staff stressed that they had focused on helping students to develop a positive self-image and cultural awareness, rather than on academic achievement. They noted that before the program's inception, Haitian students had experienced emotional and social problems, and had adapted poorly to their new environment. Often they would get into fights, and would feel alienated from the school after they were reprimanded. Some would not come back. It appeared that the project has made it possible for some of these students to overcome this sense of alienation by communicating with staff members on what is linguistically home turf.

Students supported the views of the project staff. They generally viewed the project as a means of gaining social and emotional support, rather than academic assistance. The majority thought that their academic performance would improve through more confident interaction with students and teachers in the mainstream classes.

III. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures used in evaluating student achievement in 1980-1981 and the results of the evaluation. Although additional data were reported, the only data deemed of sufficient quality to analyze systematically were those pertaining to student assessment in English language development and to student attendance rates.

The instrument used to measure English language development was the Criterion Referenced English Syntax Test (CREST). This instrument tests mastery of specific syntactic skills at three levels. Level I and II contain 25 objectives each, such as knowledge of present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced Level III is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items per objective. The items are multiple choice and consist of sentence frames for which students must choose a word or phrase from four possibilities. Mastery of a skill objective is determined by a student's ability to answer three out of four items correctly.

Sufficient data for analysis were obtained for two of the program schools (Prospect Heights and George Wingate) from Title I sources. This report analyzes students' performance at the three test levels. Performance breakdowns are reported separately for the two schools in two ways: by grade of the students tested irrespective of test level taken, with information on the average number of objectives mastered and the average number of objectives mastered per month of schooling (see Tables 5 and 7), and by both grade and

level of test taken with information only on the average number of objectives mastered (see Tables 6 and 8). As the program became operational in February 1981, data are reported for the spring semester only.

Comparisons of the attendance rates of program participants during the spring semester (while the program was operating) with the average full-year rates at the respective schools are presented in Tables 9, 11, and 13. These tables contain average rates for the schools and for the various participant groups, the percentage differences, values of the t statistic, and its level of statistical significance. Tables 10, 12, and 14 contain comparisons of program student attendance rates during the fall, before the program began functioning, with their rates during the spring, while they were participating in the program. These tables contain mean rates and standard deviations for the fall and spring, the average differences, correlations between fall and spring rates, t values, and, again, the level of significance of the t statistic. In both sets of tables data are provided for the various grades and for the schools as a whole. The t statistics used in these tables indicate the extent to which the observed percentage differences exceed a level that might be expected due to random fluctuations.

Table 5. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month.

(Prospect Heights High School, spring)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	13	9.8	14.8	5.0	2.95	1.69
10	17	7.1	12.0	4.9	3.01	1.62
11	7	10.3	13.0	2.7	3.03	.90
TOTALS	37	8.7	13.2	4.5	2.99	1.51

* Post-test minus pre-test.

- Pre/post-test data were available on almost 40 percent of program students at Prospect Heights.
- These students generally exceeded the program objectives of acquiring one new CREST objective per 4 weeks of schooling by approximately 50 percent.
- Only the small group of eleventh graders failed to reach the criterion.

Table 6. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Prospect Heights High School, spring)

	LEVEL I				LEVEL II				LEVEL III			
GRADE	N	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	GAIN*	N	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	GAIN*	N	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	GAIN*
9	4	3.5	6.5	3.0	6	13.5	21.7	8.2	3	11.0	12.3	1.3
10					4	7.8	16.0	8.3	13	6.9	10.8	3.8
11	1	21	23	2					6	8.5	11.3	2.8
TOTALS	5	7.0	9.8	2.8	10	11.2	19.4	8.2	22	7.9	11.1	3.2

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).
* Post-test minus pre-test.

- The level of the test taken generally increased with the grade of the student.
- Students taking Level II greatly out-performed their colleagues.
- Performance by the ninth graders taking Level III and, to a lesser extent, that of the eleventh graders was artificially inhibited by their high initial scores--leaving little room for measurable improvement.

Table 7. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month.

(George W. Wingate High School, spring)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	47	12.0	18.1	6.1	3.0	2.03
10	24	11.6	15.1	3.5	3.0	1.17
11	11	11.1	12.9	1.8	3.0	0.60
TOTALS	82	11.8	16.5	4.7	3.0	1.57

* Post-test minus pre-test.

- Students' spring pre-test scores dropped from their fall post-test scores in every grade. Only ninth-grade students were able to surpass their fall post-test performance by the close of the spring semester. However, tenth- and eleventh-grade students' spring post-test performances were comparable to their fall post-test scores.

- Students mastered an average of 4.7 objectives during the spring, at a rate of 1.57 objectives per month of instruction.

Table 8. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(George W. Wingate High School, spring)

	LEVEL I				LEVEL II				LEVEL III			
GRADE	N	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	GAIN*	N	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	GAIN*	N	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	GAIN*
9	19	12.0	19.7	7.7	17	14.1	19.9	5.8	11	8.8	12.4	3.6
10					12	11.9	16.8	4.9	12	11.2	13.3	2.1
11	1	17.0	22.0	5.0	1	10.0	13.0	3.0	9	10.6	11.9	1.3
TOTALS	20	12.3	19.8	7.5	30	13.1	18.5	5.4	32	10.2	12.6	2.4

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).
* Post-test minus pre-test.

- Proportionate gains by students varied according to the level of the test.
- Level I students' gain of 7.5 objectives was a mastery of 59 percent of the 12.7 objectives (25 - 12.3) which were not passed on the spring pre-test.
- Level II students' gain of 5.4 objectives was a mastery of 45 percent of the 11.9 objectives (25 - 13.1) not passed on the pre-test.
- Level III students' gain of 2.4 objectives was a mastery of 50 percent of the 4.8 objectives (25 - 10.2) not passed on the pre-test.
- Students' post-test scores indicated that the levels of mastery were more equivalent than their proportionate gains. Students tested with Level II passed 18.5 of their 25 objectives (74 percent), Level I students passed 19.8 of their 25 objectives (79 percent) and Level III students passed 12.6 of their 15 objectives (84 percent).

Attendance at Prospect Heights High School:

Table 9. Significance of the difference between spring attendance percentages of program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 72.06

GRADE	N	MEAN PERCENTAGE	STANDARD DEVIATION	PERCENTAGE DIFFERENCE	t	p
9	23	99.4	1.7	27.3	75.76	.0001
10	47	96.3	7.1	24.3	23.52	.0001
11	18	96.2	4.8	24.1	21.13	.0001
12	6	95.5	5.0	23.4	11.55	.0001
TOTAL	96 *	97.1	5.7	25.0	42.96	.0001

* Includes students for whom grade level was not reported.

Table 10. Significance of differences between attendance rates in the fall and in the spring semesters of program students at Prospect Heights High School.

		FALL RATE		SPRING RATE					
GRADE	N	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	MEAN DIFFERENCE	CORR. PRE/POST	t	p
9	23	99.8	0.7	99.4	1.7	-0.4	.063	-1.16	N.S
10	47	95.5	8.5	96.3	7.1	0.8	.755	1.02	N.S.
11	18	92.8	8.6	96.2	4.8	3.3	.743	2.39	.03
12	6	94.7	5.3	95.5	5.0	0.8	.366	0.35	N.S.
TOTAL	96 *	96.1	7.4	97.1	5.7	1.0	.735	1.90	.10

* Includes students for whom grade level was not reported.

- The excellent average attendance rate of 97 percent for these Haitian program participants at Prospect Heights in the spring semester is fully 25 percentage points higher than the school average for the year.
- Differences between program rates and the school average are very highly statistically significant at all grade levels.
- The increase of one percentage point from the fall rate (before program inception) is quite good, as the fall rate was better than 96 percent. The increase for the entire group approached statistical significance, and the 3.3 percentage point increase by the eleventh grade group was significant.

Attendance at Springfield Gardens High School:

Table 11. Significance of the difference between spring attendance percentages of program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 76.60

GRADE	N	MEAN PERCENTAGE	STANDARD DEVIATION	PERCENTAGE DIFFERENCE	t	p
9	13	91.8	6.4	15.2	8.56	.001
10	17	89.7	7.0	13.1	7.70	.001
11	22	92.5	5.6	15.9	13.26	.0001
12	11	95.8	2.1	19.2	29.79	.0001
TOTAL	63	92.2	6.0	15.6	20.56	.0001

Table 12. Significance of differences between attendance rates in the fall and in the spring semesters of program students at Springfield Gardens High School.

		FALL RATE		SPRING RATE					
GRADE	N	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	MEAN DIFFERENCE	CORR. PRE/POST	t	p
9	13	94.5	5.3	91.8	6.4	-2.8	.036	-1.23	N.S.
10	17	92.2	8.6	89.7	7.0	-2.5	.137	-0.99	N.S.
11	22	91.9	6.5	92.5	5.6	0.7	-.017	0.37	N.S.
12	11	94.6	7.4	95.8	2.1	1.2	.580	0.61	N.S.
TOTAL	63	93.0	7.0	92.2	6.0	-0.8	.118	-0.37	N.S.

- These Haitian program students at Springfield Gardens had very high attendance rates in both semesters with average rates of 93 percent in the fall and 92 percent in the spring.
- The spring rate exceeded the full-year school-wide rate by almost 16 percentage points and differences between program rates and the school-wide average are highly significant, statistically, at all grade levels.
- The decline of less than a percentage point from fall to spring .s probably less than would normally be expected and should not be interpreted as indicating a failure of the program.
- The over-all fall-spring decline is due primarily to ninth and tenth graders as eleventh and, especially, twelfth graders had small increases in their average rates. This may indicate that the program was especially effective with the older students.

Attendance at George W. Wingate High School:

Table 13. Significance of the difference between spring attendance percentages of program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 71.50

GRADE	N	MEAN PERCENTAGE	STANDARD DEVIATION	PERCENTAGE DIFFERENCE	t	p
9	58	98.3	2.2	26.8	92.74	.0001
10	37	95.3	8.2	23.8	17.74	.0001
11	27	91.1	20.3	19.6	5.03	.001
TOTAL	122	95.8	10.9	24.3	24.67	.0001

Table 14. Significance of differences between attendance rates in the fall and in the spring semesters of program students at George W. Wingate High School.

		FALL RATE		SPRING RATE					
GRADE	N	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	MEAN DIFFERENCE	CORR. PRE/POST	t	p
9	56	96.3	5.2	98.3	2.2	1.9	.325	2.92	.01
10	36	93.9	9.8	95.2	1.6	1.3	.430	0.82	N.S.
11	27	92.9	8.0	91.1	20.3	-1.7	.217	-0.45	N.S.
TOTAL	119	94.8	7.6	95.7	11.0	10.9	.286	0.86	N.S.

- Program students at George Wingate also had excellent attendance rates in both semesters with average rates of almost 95 percent in the fall and nearly 96 percent in the spring.
- Differences between program rates and the school-wide average of 71.5 percent averaged better than 24 percentage points and were highly statistically significant for all grade level groups.
- At Wingate, the ninth graders increased their attendance by almost two percentage points from fall to spring, an increase which was statistically significant.
- Although eleventh graders declined in their attendance over the year--as many students do--the program as a whole had a very satisfactory increase of almost one percentage point.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Project LOUVERTURE got underway in February, 1981, midway through the school year. At the time of the evaluation in May, it had been functioning for approximately four months. This evaluation report therefore comments on the program's organization, instructional policy, and start-up process. Conclusions about many aspects of its operation and impact must await subsequent evaluations.

The project was designed to serve a specific sub-group of Haitian LEP students: those who, on the basis of age, economic situation, academic performance, and attendance, were deemed potential drop-outs. Guidance and tutorial services were supposed to help these students adjust to their new surroundings, make a successful transition into mainstream classes, graduate, and find appropriate employment. The project was intended to supplement a basic bilingual program.

Because no such basic program existed at any site, the project deviated significantly from its original goal. Project staff at each site, including a grade advisor, a family assistant, and two instructional aides, worked on a pull-out basis with all Haitian LEP students, on the basis of mainstream teachers' recommendations. Potential drop-outs were apparently not identified, and instructional strategies were not developed to meet their special needs. Project staff stated that they emphasized the development of self-esteem and cultural awareness rather than academic performance in their work with students.

Because program documentation was scarce, the evaluator was not able to draw firm conclusions about the implementation or effectiveness of the program's

services -- either instuctional or non-instructional. However, interviews with program staff and students left the impression that participation has had an effect on students' attitudes and behavior, as well as on attendance.

RECOMMENDATIONS

The program was not implemented as proposed. Efforts should be made either to follow the original plan, or officially to modify the program proposal to reflect needs as they are perceived by the project director and school principals.

The following recommendations relate to various aspects of the project as it was implemented in 1980-81:

Instruction

1. Project staff need to develop a language policy for instructional activities. Project documents and staff generally refer to the use of French/Creole without indicating whether the term refers to students' home language or to the use of two languages in instructional settings. The language of instruction should be clear to staff and students, as should the reasons for using that language.

2. Once a language policy is established, it should govern the language(s) used in instruction and curriculum development.

3. Resource rooms should be established at all sites. Since the program is primarily tutorial, these rooms should contain materials and create an atmosphere conducive to individual work.

4. Pull-out schedules should be developed to meet students' best interests. Tutoring should not be as haphazard as it apparently was in the project's early stages.

5. Diagnostic/prescriptive assessment should be undertaken to allow appropriate grouping for instruction and effective follow-up of students' progress.

6. Student folders should be maintained with samples of work in various areas.

7. Consistent record-keeping must be instituted to document instructional services.

Guidance

1. Logs of all meetings with students should be maintained.

2. A schedule providing for regular meetings with students should be developed.

3. Records should be maintained of meetings with parents or other relatives of students.

Staff Development

1. Project staff need to participate in activities that will assist them in delivering the best possible services to program students. Such activities might include, but not be limited to, the following topics:

-- record-keeping
-- needs assessment
-- grouping for instruction
-- methods of bilingual instruction: E.S.L., native language, the content areas, native culture
-- management and leadership skills
-- program scheduling
-- counseling techniques
-- curriculum development
-- working with parents
-- articulation with mainstream faculty and administration.

2. Coordination between mainstream and project staff should be instituted on a more formal basis, to allow more effective use of time, more consistent follow-up of students' progress, and a more clear understanding of students' academic and emotional needs on a day-to-day basis.

3. The project director, school administrators, and teachers at the three sites should schedule periodic meetings to discuss program activities, students' progress, and to help mainstream teachers to appreciate the specific needs of Haitian bilingual students.

Curriculum Development

1. The project should consult with other Title VII programs for Haitians in the city to avoid duplicating effort.

2. All materials developed by the project should correspond with mainstream curricula.

Parental Component

1. Agendas for meetings with parents should be developed; minutes of and attendance at meetings should be retained for program documentation.

2. Staff should be hired for the proposed parental instructional component, if this has not already been done.

Organization and Articulation

1. Clarification is needed as to the relationship between Project KANPE and Project LOUVERTURE: specifically, it must be established who has final responsibility for implementation of Project LOUVERTURE. Once this is established, lines of communication need to be formalized.

2. This project was intended to supplement services supported by tax-levy monies. However, no tax-levy bilingual programs were in operation at these schools. The project director might discuss the current situation with building principals, and might discuss with them the possibility of establishing basic bilingual programs for Haitians at their schools.

3. The project director needs to establish a procedure for improving accountability of project staff, possibly by eliciting periodic written reports from staff at all sites.

4. Records should be kept regarding selection criteria and procedures, numbers of students served, students' needs, and academic progress.

5. Instructional assignments should reflect staff members' qualifications and areas of license.

6. The project director should meet periodically with the director of funded programs for high schools and with school principals to assure adherence to New York City educational guidelines and to outline how to effectively make this project an integral part of the school system.